Effective Tier 1 for ALL:
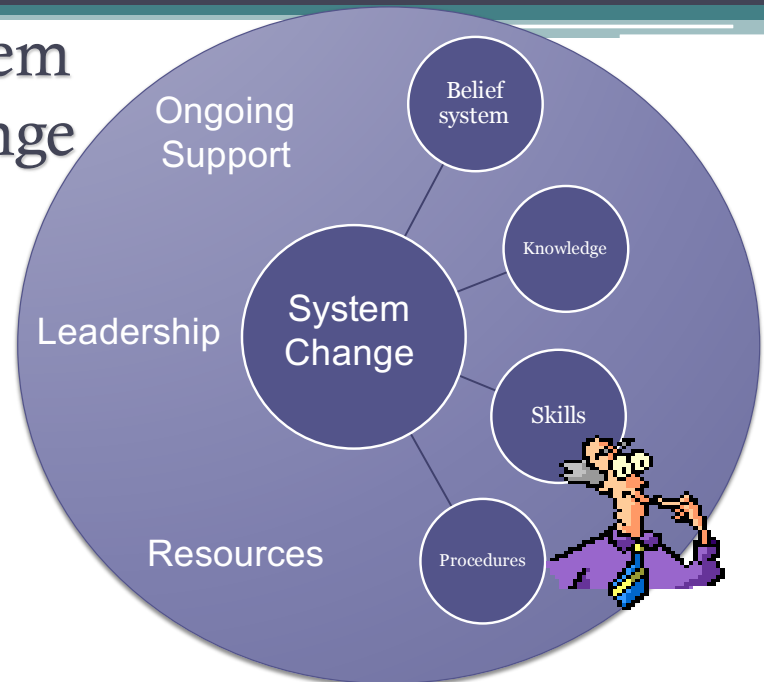## Integrated Approach to Universal Prevention

Diana Browning Wright, M.S., L.E.P.

System Change

- Ongoing Support
- Leadership
- Resources
- Belief system
- Knowledge
- Skills
- Procedures
- System Change

Primary Prevention

- Population-based approach
  - Examples
    - Diabetes, obesity, cancer
- About preventing the development of mental health problems and school failure
  - Primary prevention
- About promoting social-emotional skills or building resilience
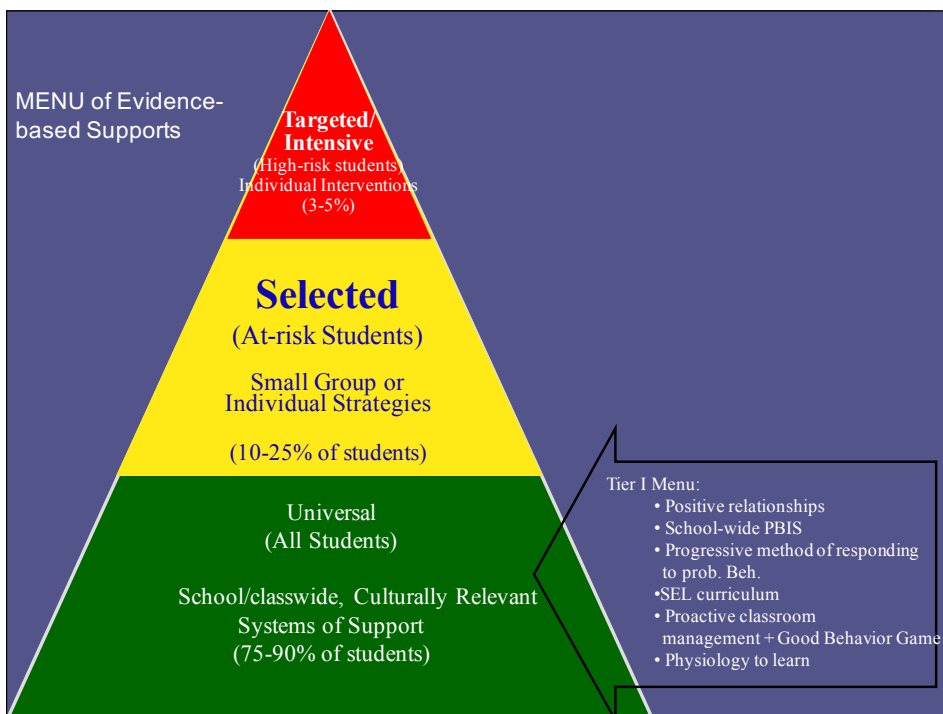 - Psychological immunization/inoculation

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Public Health Example

Recommendations for all
- Balanced diet (leafy greens, protein)
- Exercise
- Stress management

Slide 1

MENU of Evidence-based Supports

Targeted/ Intensive
(High-risk students)
Individual Interventions
(3-5%)

Selected
(At-risk Students)

Small Group or
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier I Menu:
• Positive relationships
• School-wide PBIS
• Progressive method of responding
  to prob. Beh.
• SEL curriculum
• Proactive classroom
  management + Good Behavior Game
• Physiology to learn

Slide 2

School-Wide PBIS:
Universal Behavioral Expectations and Establishing a Positive School Climate

Slide 3

Spare the rod…spoil the child

Don't smile until Christmas!

He doesn't respect me so I don't have to show respect towards him

It's not my job to teach and manage his behavior

Slide 4

Team Activity: Chart on left side

• What are problem behaviors that occur at your school?
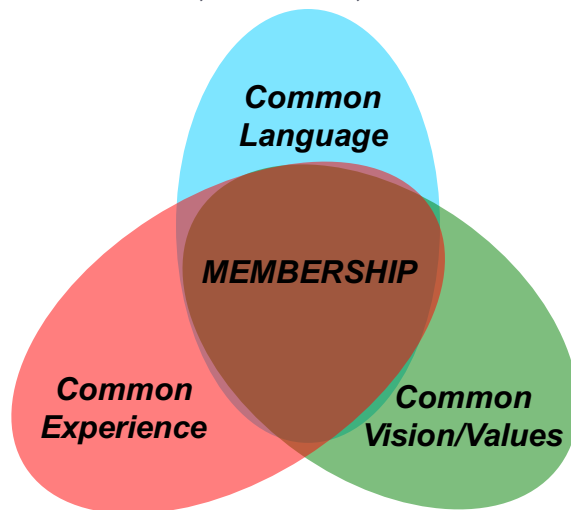
Team Activity: Chart on right side

- For each problem behavior listed, what is a positively stated alternative behavior?

SW-PBS

- Developed in response to the repeated negative effects associated with punitive discipline
  - "Corrective discipline" - Mayer and colleagues
- Focuses on:
  - Creating common language
  - Teaching expected, desirable behaviors—not simply ousting problem behaviors
    - Help students "code switch"
  - Establishing an environment in which there are consistent expectations
  - Enhancing learning and motivation through the use of contingent positive reinforcement

Establishing a Positive Social Culture
Culture = beliefs, customs, and behaviors of a group

The Components of School-wide PBIS

1. Establish 3 to 5 common behavioral expectations, create a matrix and post them in all settings to cue behavior;
   - Does the school have established expected behaviors that are consistent across all settings?
2. Establish common definitions of problem behaviors and implement a progressive response system these behaviors;
   - Does your school employ a progressive discipline procedure that ends with office support (not old referral practices)
3. Regularly scheduled instruction *and* assistance in behavioral expectations;
   - Rotational teaching in all settings
   - Is time allotted at the beginning of and at various points throughout the year to teach and revisit expected behaviors?

The Components of Schoolwide PBS

4. Develop and implement a motivational system that encourages and reinforces students to exhibit behavioral expectations;
   - Are staff trained to strive for the 5 to 1 ratio?
   - Does your school have a currency whereby students can earn rewards or access to privileges?
5. Staff receive ongoing training, feedback and coaching about effective implementation of the systems
   - Are staff trained in all the above?
6. Systems for measuring and monitoring the effectiveness your SW-PBS efforts.
   - How does your school intend to measure effectiveness of SW-PBS?
     - Tracking of behavioral incidents that lead to office referral
     - Assess students' opinion about the positivity of the school environment
     - Assess ratio of 5 to 1

Useful videos

- Staff video on behavioral expectations
  - http://www.youtube.com/watch?v=32BsjDVwdIU
- PBIS.org videos
  - http://www.pbis.org/swpbs_videos/default.aspx
- School Tube
  - http://www.schooltube.com/video/14b668172e17 4cf6a43d/Chichester-Middle-School-Positive-Behavior-Support
- Mr. Carmona Weebly
  - http://mrcarmona.weebly.com/will-you-be-a-super-hero.html

SW-PBS Resources

- Building Effective Schools Together (BEST; Sprague, 2004)
- Effective Behavior and Instructional Supports (EBIS; Sugai et al., 2006)
- Florida Positive Behavior Support Project (Kincaid - http://flpbs.fmhi.usf.edu/)
- OSEP Technical Assistance Center - Positive Behavior Interventions and Supports (http://pbis.org/)
- MR. CARMONA'S WEBSITE
  - http://mrcarmona.weebly.com/index.html

Team Activity: Chart

- Do we have 3 to 5 common behavioral expectations?
- Have we created a behavioral expectation by setting matrix?
- Do we have a plan in place to teach the expectations?
- Do we have a reinforcement system that is linked to our expectations?